The Practical Significance and Realization Path of China’s Modern Apprenticeship System under the Background of the New Vocational Education Law

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Abstract: At present, the pilot work of China’s modern apprenticeship system has achieved certain results, but there are also imbalances in training subjects and imperfect training standards; incentive policies are out of place, institutional systems are not perfect; professional construction is distorted, and the communication mechanism is not smooth; teaching resources are inaccurate. The shortage of dual teachers, etc. The promulgation and implementation of the new Vocational Education Law has promoted the in-depth development of China’s modern apprenticeship system, making vocational education more prominent, the talent training model more perfect, students’ practical opportunities continue to increase, and the attractiveness of vocational schools continues to increase. The construction of China’s modern apprenticeship system should clarify the responsibilities of multiple parties and improve the talent training standards; implement the fund and welfare policy to realize the interests of multiple parties; establish a communication and evaluation mechanism to optimize the construction of professional standards; rationally allocate teaching resources and improve the teacher training mechanism.

Keywords: New vocational education law, Modern apprenticeship, Practical significance, Realization path.

1. Introduction

With the continuous development of vocational education in China, modern apprenticeship has become an important form of deepening the integration of industry and education and school-enterprise cooperation [1]. In 2019, the notice of the General Office of the Ministry of Education on comprehensively promoting the modern apprenticeship system pointed out that the modern apprenticeship system should be comprehensively promoted, and industries, enterprises and schools should be guided to actively carry out apprenticeship training [2]. In 2021, the opinions on promoting the high-quality development of modern vocational education emphasize “managing modern apprenticeships with Chinese characteristics”[3]. In 2022, the newly revised Vocational Education Law clarifies the status of vocational education in the form of law, builds a bridge between vocational education and general education, breaks through the obstacles of vocational education students in their further studies, optimizes the structure of education funding, and provides a guarantee for deep participation in production and education. Enterprises with integration and school-enterprise cooperation will provide certain financial support. The new vocational education law clarifies the dominant position of enterprises, encourages enterprises, schools, training institutions and other parties to participate in the cooperation between the main bodies, and promotes the comprehensive and deep integration of industry enterprises and vocational schools [4]. In the context of the new Vocational Education Law, what is the practical significance of implementing a modern apprenticeship system in China’s vocational education? How to promote the rapid development of China’s modern apprenticeship system? Clarifying the practical significance and realization path of the modern apprenticeship system in China’s vocational education will help to further promote the in-depth development of China’s vocational education.

2. The Connotation of Modern Apprenticeship

Apprenticeship is the earliest form of vocational education. The traditional apprenticeship is just that the apprentice learns the master’s craftsmanship and technology by observing the master’s work process and key points, so as to inherit and develop the master’s craftsmanship. The modern apprenticeship system highlights the word “modern”. It combines the traditional apprenticeship system with modern vocational education and is a talent training model through school-enterprise cooperation, as shown in Table 1.

Table 1: Definition of the concept of modern apprenticeship

<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
<th>Modern Apprenticeship Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scoot, John L</td>
<td>2008</td>
<td>Apprenticeship is the earliest form of vocational education[5].</td>
</tr>
<tr>
<td>Zhao Zhiqun</td>
<td>2014</td>
<td>The modern apprenticeship system is a cooperative education system that combines traditional apprenticeship training with modern school education, and is an important part of the modern vocational education system[6].</td>
</tr>
<tr>
<td>Cui Xiaojie, Guan Jing</td>
<td>2020</td>
<td>Modern apprenticeship is a talent training model that integrates traditional apprenticeship training into modern vocational education, emphasizing the combination of work and learning and school-enterprise cooperation[7].</td>
</tr>
<tr>
<td>Lin Yining</td>
<td>2021</td>
<td>The modern apprenticeship system is a training model of technical and skilled personnel “by the enterprise”, “in the enterprise” and “for the enterprise”[8].</td>
</tr>
</tbody>
</table>

To sum up, the modern apprenticeship system emphasizes the integration of production and education and the cooperation between schools and enterprises. It combines the traditional apprenticeship model with modern vocational education, is led by the enterprise, and the apprentice follows the enterprise teacher in the enterprise to acquire job skills and skills.
Vocational education talent training model.

3. Problems Existing in the Development of China’s Modern Apprenticeship System

China’s modern apprenticeship system is mainly realized through the form of school-enterprise cooperation, work-study integration, etc., and adopts “dual-element” education cooperative education. In recent years, the number of modern apprenticeship pilots in China has reached 562. The apprenticeship pilot units in various provinces and cities are also constantly summarizing the pilot experience, steadily advancing the pilot work of the modern apprenticeship system, and improving the training system and curriculum of “dual-element” education. A series of explorations have been made in the aspects of system and teaching content, “double-qualified” teacher team construction, education evaluation and management, etc. [9], and gradually formed a modern apprenticeship system with Chinese characteristics, that is: combining China’s education system and The labor system adopts cooperative education models such as “dual subject” education, cooperative teaching, alternating between work and study, “integration of recruitment and recruitment”, and “integration of enterprises and schools”. In addition, more emphasis is placed on the application of knowledge in the workplace and on cultivating students’ comprehensive practical ability. In the pilot exploration of the modern apprenticeship system, the specific practices and experience of “the government provides policies, the industry and enterprises provide standards, and the schools and enterprises provide models” are gradually summarized. The government actively supports the pilot work of the apprenticeship system and provides policy support for the training of talents participating in the apprenticeship system; Industry organizations cooperate with vocational colleges to jointly formulate accreditation qualifications and teaching standards; vocational schools actively explore and form typical cases such as “one-to-many”, “many-to-one”, and “ternary crowdfunding” [10]. But there are also the following problems:

3.1 Unbalanced Training Subjects and Imperfect Training Standards

Although China’s modern apprenticeship system emphasizes the “integration of recruitment and recruitment” and “integration of enterprises and schools” in the process of pilot training, in the process of actual implementation, it is still dominated by vocational schools, and few pilot units can Equal participation in vocational colleges and enterprises has resulted in the separation of recruitment in vocational schools and recruitment in enterprises, and students have insufficient time for practical training in enterprises. training) is well below the 60% required by the state. The institutional standards of China’s modern apprenticeship system require enterprises to actively cooperate with vocational schools to carry out work-study integration and school-enterprise cooperation, but rarely empower enterprises, resulting in enterprises lacking the right to speak in the process of apprenticeship training. Enterprises not only have to bear higher apprenticeship training and related costs, but also bear the responsibility of cultivating high-quality apprentices and the risk of apprenticeship loss. Therefore, enterprises are unwilling to actively participate in the construction of professional courses, integrated teaching and other construction activities of the apprenticeship system, and it is difficult to ensure the quality of China’s modern apprenticeship system in the “integration of theory and practice” training [11].

3.2 The Incentive Policies are out of Place and the Institutional System is not Perfect

Interest is a favorable factor for enterprises to actively participate in the modern apprenticeship system. Enterprises attach great importance to the input-output ratio of apprenticeship training (the ratio between the capital investment generated by the apprenticeship training and the value created by the apprenticeship for the enterprise). In recent years, some policies related to the modern apprenticeship system issued by the state clearly propose to provide financial subsidies and financial subsidies to enterprises participating in the integration of production and education and school-enterprise cooperation. However, in the process of the specific implementation of the local apprenticeship system, many policies are difficult to implement concretely. There is not much difference between the enterprises participating in the apprenticeship system and those that have not yet participated in the apprenticeship system. The funding policy for enterprises has not been implemented, and there is a phenomenon of policy idling. According to relevant surveys, in the actual implementation process of the preferential policies, only less than 15% of enterprises have enjoyed preferential policies such as financial subsidies and tax relief for apprenticeship training, and 78% of enterprises believe that the government’s financial support and financial subsidies are low. 59% of enterprises believe that the government lacks incentives for modern apprenticeships [12].

3.3 Distortion of Professional Construction and Poor Communication Mechanism

Reasonable professional construction is a concrete manifestation of the integration of production and education, and the combination of work and learning in vocational education. Both vocational schools and enterprises clarify their own main responsibilities, and jointly participate in the formulation of curriculum standards and teaching content in combination with current industry needs. In the pilot process of China’s modern apprenticeship system, most vocational colleges and enterprises did not clearly distinguish their main responsibilities in professional construction, resulting in vocational schools and enterprises in formulating professional standards, curriculum outlines, curriculum content, etc. The imbalance of rights, responsibilities and benefits; the mismatch between teaching standards and professional standards; the application of academic certificates + skill certificates is not well matched with energy rigidity; it is difficult for corporate teachers and school teachers to
collaborate in educating people; school-enterprise communication methods are single and exchange. There are few opportunities for cooperation; the sharing mechanism between schools and enterprises is not perfect [13-14]. In Germany’s enterprise-led dual education model, the professional setting is through corporate bidding, schools formulate teaching syllabuses, companies formulate general training programs, and school-enterprise cooperation jointly participates in the formulation of student training plans, which has also led to China’s vocational schools. There is a certain gap between the leading professional construction and the actual industry demand, and the cooperation between schools and enterprises is difficult to integrate and develop in depth.

3.4 The Teaching Resources are Inaccurate, and there is a Shortage of Double Teachers

Teaching resources are the foundation of educational development. During the practice of China’s modern apprenticeship system, there is a problem that teaching resources lag behind the actual production of enterprises. Vocational schools and enterprises use existing resources to take advantage of 1+1+2 resources, and develop more school-enterprise shared educational resources and typical cases are the main paths to ensure that teaching resources are in line with practical applications. In terms of teachers, the “double-qualified” teachers are weak. On the one hand, the proportion of “double-qualified” teachers in vocational schools is relatively low, and the identification of “double-qualified” teachers is not clear enough; on the other hand, enterprises The vocational training ability of enterprises is relatively low, the government has no clear requirements for the qualifications of enterprise teachers, and the teaching ability training of enterprise teachers is slow, resulting in the lack of education and planning for the vocational training students receive in enterprises.

4. The Practical Significance of Implementing the Modern Apprenticeship System under the Background of the New Vocational Education Law

4.1 The Characteristics of Vocational Education are More Prominent

Vocational education is an education type that has the same important status as general education. It is an important way to cultivate diverse talents, inherit technical skills, and promote employment and entrepreneurship. Article 30 of the new Vocational Education Law stipulates that the state implements the apprenticeship system with Chinese characteristics, guides enterprises to set up apprenticeship posts according to a certain proportion of the total number of posts, and implements the relevant provisions of the modern apprenticeship system to the legal level, which is the basis for China’s modern apprenticeship system. The development of the school provides legal protection and promotes the implementation of China’s modern apprenticeship system, which will help to better implement cooperative education between vocational schools, enterprises and industries; better implement school-enterprise cooperation, integration of production and education, and engineering. The modern apprenticeship system, through a multi-participation school-running model, teaches students according to their aptitude, faces job groups, and cultivates students’ technical skills required for work through school teaching and corporate practice (internship or corporate training), which highlights the characteristics of vocational education.

4.2 The Talent Training Model is More Perfect

Modern apprenticeship is a vocational education talent training model that combines the traditional apprenticeship model with modern vocational education and is dominated by enterprises. The new Vocational Education Law raises the "guiding enterprises to open apprenticeship positions in a certain proportion” mentioned in the previous policy to the legal level, and encourages enterprises with talent training capabilities to participate in school-enterprise cooperation, and train talents in a work-study manner. It can be seen that the modern apprenticeship system under the background of the new vocational education law will put more emphasis on the integration of production and education, school-enterprise cooperation, and work-study integration, requiring schools, enterprises, industries and other multiple subjects to participate in running schools, jointly recruit apprentices, and participate in apprenticeship training. The continuous development of the modern apprenticeship system will also help to enrich and improve the talent training model of China’s vocational education.

4.3 There are Increasing Opportunities for Students to Practice

The talent training of modern apprenticeship requires students to study in vocational schools and enterprises (training institutions), and the practical training time in enterprises (training institutions) should account for a larger proportion to provide students with enough opportunities to carry out Vocational training, such as the United Kingdom, France, Germany and other countries require that the training time of apprentices in enterprises (training institutions) accounts for more than 70% of the total time of apprenticeship learning. The new Vocational Education Law points out that China’s modern apprenticeship system should be implemented, capable enterprises should be guided to carry out industry-education integration and school-enterprise cooperation, and enterprises should be encouraged to participate in the training of vocational education talents, and training, which cannot be used for apprenticeship salary payment and misappropriation), the modern apprenticeship system under the background of the new vocational education law will highlight the importance of vocational school students’ on-the-job training and enterprise practice. At the same time, it also provides more internship and practice opportunities for vocational college students, better cultivates students’ job technical skills, and promotes student
employment more “precisely”.

4.4 The Attractiveness of Vocational Schools Continues to Increase

The new Vocational Education Law clearly stipulates that China’s modern apprenticeship system should train students by combining work and learning, and an apprenticeship training agreement should be signed for enterprises that establish an apprenticeship relationship. In terms of legal responsibilities, the rights and obligations of participants such as vocational schools and enterprises are clearly defined, and the legal requirements for the use of educational funds, vocational education teaching and personnel training are clarified, for the development of China’s modern apprenticeship and vocational education. It provides an institutional guarantee and is conducive to promoting the comprehensive development of China’s modern apprenticeship system. At the same time, the new Vocational Education Law has also raised vocational-universal integration to the legal level, opening up channels for vocational school students to enter higher education, and to a certain extent, enhancing the attractiveness of vocational education and vocational schools.

5. The Realization Path of China’s Modern Apprenticeship System under the Background of the New Vocational Education Law

Promoting the effective development of China’s modern apprenticeship system is a comprehensive and systematic educational project, involving the interests of the country, society, enterprises, schools, students and other aspects. The promulgation and implementation of the new Vocational Education Law has promoted the further development of vocational education in China, and has made legal provisions on the talent training system and funding policies of the modern apprenticeship system. Therefore, the high-quality promotion of China’s modern apprenticeship system needs to coordinate the interests of all participants, build a training model of multi-cooperation, mutual consultation and sharing, and win-win cooperation, improve the quality of modern apprenticeship training, and promote the orderly development of vocational education.

5.1 Clarify the Responsibilities of Multiple Parties and Improve the Standards for Talent Training

The new Vocational Education Law points out that enterprises should assume the main responsibility for running schools, deeply participate in vocational education, and jointly promote the development of vocational education. For enterprises participating in apprenticeship training, an apprenticeship training agreement should be signed. In the context of the new vocational education law, the development of China’s modern apprenticeship system should clarify the responsibilities of multiple parties and improve the standards for talent training. First, clarify corporate responsibility. Give enterprises more voice and allow them to actively participate in the construction of modern apprenticeships; clarify the leading role and dominant position of enterprises in modern apprenticeships, and recruit a certain number of apprentices according to their scale and needs; standardize relevant system standards , which clearly stipulates the proportion of the total duration of internship (training) in apprentice enterprises; it is clarified that enterprises must have a certain number of vocational education positions in the recruitment process. Second, clarify the school’s responsibility. Actively communicate with enterprises, actively invite enterprises to participate in the formulation of talent training plans; actively carry out modern apprenticeship pilot projects, continuously innovate and summarize, and form models. Third, clarify the responsibility of students. Starting from the needs, choose the major that suits you; actively cooperate with the school’s professional theoretical study and enterprise practice training, and participate in the training of apprenticeships in an orderly manner.

5.2 Implement the Fund Welfare Policy and Realize the Interests of Multiple Parties

The new Vocational Education Law points out that enterprises that participate in school-enterprise cooperation will be rewarded, and enterprises that meet the integration of industry and education will be given financial and land support, and an additional education tax will be implemented. The state should coordinate the development of vocational education funds through multiple channels in accordance with the law. Under the background of the new vocational education law, the development of China’s modern apprenticeship system should implement the fund welfare policy and realize the interests of multiple parties.

First, the government actively introduced financial subsidy policies to provide financial subsidies to schools and enterprises (training institutions) participating in the modern apprenticeship system, and clarified the use authority and allocation amount of schools and enterprises (training institutions); second, the government actively introduced tax relief. According to the policy, according to the degree of enterprises (training institutions) participating in the modern apprenticeship system, a certain percentage of tax reduction and exemption will be given to increase the enthusiasm of enterprises to participate in the construction of modern apprenticeship system. Third, the government actively promulgates relevant laws to provide institutional guarantees for students participating in the modern apprenticeship system, and clearly points out the salary standards and other welfare policies for students in corporate internships; The implementation of policies by schools and enterprises in the construction of modern apprenticeships can effectively protect the interests of multiple participants. At the same time, it is also necessary to monitor the implementation of modern apprenticeship construction in various places, schools and enterprises.

5.3 Establish A Communication and Evaluation Mechanism to Optimize the Construction of Professional
Standards

The new Vocational Education Law points out that both vocational education and vocational training should be given equal attention, and a sound evaluation system should be established, open and transparent, and subject to supervision. In the context of the new vocational education law, the development of China’s modern apprenticeship system should establish a communication and evaluation mechanism and optimize the construction of professional standards.

First, schools and enterprises should improve the communication mechanism between schools and enterprises. Set up apprenticeship management departments among schools, enterprises and students, dredge exchanges and cooperation between schools and enterprises (training institutions), and make overall arrangements for the work arrangements and study plans of schools, enterprises and students; Improve the work connection between schools, enterprises and students; clear the communication channels between schools and enterprises, regularly organize sufficient communication between schools, enterprises and student representatives, and continuously improve the pilot work of China’s modern apprenticeship system. Second, schools and enterprises should build evaluation mechanisms outside of schools and enterprises. Introduce third-party evaluation agencies other than schools and enterprises to evaluate and supervise the teaching quality of schools, the training quality of enterprises, and the learning quality of students, highlighting the objectivity and effectiveness of evaluation. Third, schools and enterprises should jointly participate in the construction of professional standards and training plans for modern apprenticeships. The professional standards and teaching content set by the school should refer to the recruitment plan of the enterprise and the employment standards of the industry; the training plan set by the enterprise should also refer to the students’ professional theoretical knowledge reserve, the school’s syllabus and the industry employment standards.

5.4 Reasonably Allocate Teaching Resources and Improve the Teacher Training Mechanism

The new Vocational Education Law points out that it supports information technology to build and operate a resource sharing platform, optimize resource allocation, strengthen exchanges and cooperation between schools and enterprises, and promote Mutual benefit and win-win between schools and enterprises. Second, improve the dual-qualified teacher training mechanism. Improve the vocational and technical skills of school teachers, keep pace with the times, and clarify the latest industry employment standards and market demand trends; improve the education and teaching professional ability of corporate teachers, better grasp the needs and dynamics of students, and accurately teach students the right amount The job technology and skills can better promote the absorption and development of students. Third, the school-enterprise collaboratively formulates a teacher evaluation system to evaluate the teaching quality of corporate teachers and school teachers, and promote the high-quality development of the teaching team.

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References

[8] Lin Yining. Enterprise training dilemma and promotion strategies under the background of modern


